

## Position description

### Kaiāwhina Kaitātari Raraunga – Junior Data Analyst

#### Te Rautaki a NZCER 2021–2025

Ko te kaupapa o te mātauranga, he whakatipu ākonga, he whakatinana i ngā pūmanawa, he hāpai hoki i te oranga nui o te hapori.

#### Te kaupapa

Ko te pūtake o tō mātou kaupapa, ko te ‘whakatere tōmua’, arā, he kaiwhakatere mātou e rapu ana i ngā ara hou. He whakatere tōmua tā mātou mahi. Ko te pūtake o ā mātou mahi, he kimi i ngā ara e whiwhi ai ngā kaiako, ngā ākonga me ngā whānau ki ngā hua nui me ngā putanga whaihua o te ao mātauranga – mā te rangahau, mā ngā rauemi me ngā ratonga

He umanga motuhake mātou i raro i te ture, e mahi ana mō te painga o te iwi whānui i te ao mātauranga.

I whakatūria te NZCER i te tau 1934 nā te pūtea tautoko o te Carnegie Corporation. I te tau 1945, ka tū mātou hei umanga motuhake i raro i te Ture o te New Zealand Council for Educational Research Act 1972. Koia nei ā mātou mahi i raro i te Ture:

(a) he hāpai i ngā akoranga me te mahi rangahau e pā ana ki ngā take o te ao mātauranga, o ngā kaupapa whaipānga hoki, ā, me whakarite, me whakaputa hoki i ngā pūrongo e pā ana ki ēnei take i te wā e tika ana ki a

#### NZCER Strategy 2021–2025

Education is about nurturing ākonga, realising potential, and helping communities thrive.

#### Purpose

Our purpose centres on whakatere tōmua / wayfinding. Whakatere tōmua is our mahi. Our purpose—through research, resources, and services—is to find ways for kaiako, ākonga, and whānau to have the best possible education experiences and outcomes.

We are an independent statutory body that works for public good in education.

NZCER was established in 1934 with philanthropic funding from the Carnegie Corporation. In 1945, we became an independent statutory body, and we operate under the New Zealand Council for Educational Research Act 1972. The Act sets out our official functions:

(a) to foster the study of, and research into, educational and other like matters, and to prepare and publish such reports on these matters as may in its opinion be necessary or of value to teachers or other persons

mātou, hei painga kē rānei mā ngā kaiako me ētahi atu tāngata.

(b) he whāngai i ngā mōhiotanga, he tāpae kōrero, he āwhina hoki i ngā tāngata me ngā whakahaere e arotahi ana ki te ao mātauranga me ōna take.

### **Te Tiriti o Waitangi**

E kōkirihiā ana ā mātou mahi e tō mātou kaha ki te whakaū i Te Tiriti o Waitangi. Ko Te Tiriti o Waitangi te tūāpapa o Aotearoa.

Hei tā Te Tiriti o Waitangi, me kite ngā putanga rite tahi mā te Māori, hei Māori, i roto i tō tātou ao mātauranga. He whare rangahau, he whare whakawhanake kaupapa mātou, e ū pūmau ana ki te whakatutukinga o Te Tiriti o Waitangi. Kei te whakanui mātou i te reo Māori me ōna tikanga, waihoki ko te tuakiri Māori, i roto i ā mātou mahi katoa.

### **Ngā whāinga tōmua**

Mā ā mātou whāinga tōmua, ka tutuki tō mātou kaupapa. E whā ngā whāinga tōmua me ngā mahi hei whakatutuki.

### **Te whakakorenga o te mahi tāmi i te ao mātauranga**

Ko tā tēnei whāinga tōmua, he whakawhanake i ngā ara mahi e whakakore atu ana i te mahi tāmi i te ao mātauranga.

### **E hāpai ana i te mana o te Māori, e whakamana ana i te Māori**

E taunaki ana tēnei whāinga tōmua i te mōtika o te Māori ki te ako, hei Māori anō.

(b) to furnish information, advice, and assistance to persons and organisations concerned with education and other similar matters.

### **Te Tiriti o Waitangi**

Our work is driven by a strong commitment to Te Tiriti o Waitangi. Te Tiriti o Waitangi is the founding document of Aotearoa.

Te Tiriti o Waitangi requires our education system to achieve equitable outcomes for Māori as Māori. As a research and development organisation, we are committed to honouring Te Tiriti o Waitangi. We value the importance of Māori language, culture, and identity in all our practices.

### **Strategic priorities**

Our strategic priorities help us achieve our purpose. We have four strategic priorities and associated actions.

### **Decolonising education**

This strategic priority is about developing decolonising approaches in education.

### **Upholding mana Māori, whakamana Māori**

This strategic priority is about advocating for the right of Māori to learn as Māori.

**He whakapiki ake i te noho taurite o ngā ākonga me ngā tikanga taurite i te ao mātauranga**

Ko te kaupapa o tēnei whāinga tōmua, he kimi i ngā ara hei whakatinana i ngā pūkenga, i ngā tūmanako me ngā wawata o ia ākonga.

**Te tū hei pou whakaawe i te ao mātauranga o āpōpō**

Ko te ngako o tēnei whāinga tōmua, ko te tū hei kaikōkiri whakaaro e pā ana ki ngā kokenga whakamua o te ao mātauranga o āpōpō.

**Ngā uara**

E tāraia ana tō mātou waka e ō mātou uara me ngā āhuatanga e atawhaitia ana e mātou. He mea nui ki a mātou te tū motuhake; te pono; te auahatanga; te mahi ngātahi me te rangatiratanga. E atawhaitia ana ēnei āhuatanga e te:

**Whanaungatanga**

Ka atawhai mātou i ō mātou hononga me ngā pātuinga tau utuutu.

**Manaakitanga**

Ka whakamana mātou i te tangata, ka manaaki, ka atawhai hoki i a ia.

**Ako**

He mea nui te ako, ā, kei te ako haere hoki mātou.

**Improving equity for ākonga and equity in education**

This strategic priority is about finding ways to realise the strengths, hopes, and dreams of every ākonga.

**Influencing the future of education**

This strategic priority is about leading thinking to navigate our potential futures in education.

**Values**

Our values shape our culture and what we care about. We value motuhake—our independence; pono—strong ethics; auahatanga—creativity and innovation; mahi ngātahi—collaboration; and rangatiratanga—leadership. Paramount to these are:

**Whanaungatanga**

We value relationships and reciprocal partnerships

**Manaakitanga**

We respect others and treat them with generosity and care.

**Ako**

We value learning and are also on this journey.

## Purpose of role

The Kaiāwhina Tātari Raraunga-Junior Data Analyst will provide support to research, evaluation, resource development, and statistical projects with quantitative, data management, or programmatic components. The Kaiāwhina Tātari Raraunga—Junior Data Analyst may lead aspects of projects with a data analysis or programmatic focus. The projects aim to facilitate better educational experiences for children and young people and contribute to transformational educational change.

## Key accountabilities

- Provide support to proposals to win research funding and to further knowledge
- Lead aspects of research, evaluation, and resource development projects (KRM)
- Provide assistance for research, assessment and learning resources to help deliver high quality research
- Assist with testing and trialling instruments, tools, and resources with a statistical focus or component
- Work in project teams to provide user-ready datasets for a diverse range of research projects
- Assist with statistical analyses with guidance from a statistician or psychometrician
- Assist with the development and validation of high-quality programs to create reports, figures, and datasets
- Analyse and present quantitative information in ways that provide insights to education stakeholders including schools and kura
- Standardise and maintain existing program libraries
- Liaise as needed with NZCER business and information technology teams
- Actively contribute to research which facilitates the achievement of equitable outcomes for Māori and support others to do the same
- Develop experience and skills to increasingly contribute to research, evaluation, and resource development at NZCER
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## Knowledge, skills and abilities

A kaiāwhina tātari raraunga —junior data analyst will have some of the following knowledge, skills, and abilities:

- A Bachelor's degree or higher with a quantitative focus, e.g., computer science, data analytics, mathematics, statistics etc.
- Enthusiasm for data manipulation and reporting challenges
- Familiarity with data visualisation, and ability to communicate insights through graphs, charts other visual formats
- Experience using Python, R, or other suitable languages
- Exposure to common API architectures
- Experience using spreadsheets and attention to detail

- Knowledge of basic statistics and exposure to social science research
- A knowledge of Te Tiriti o Waitangi, what it means, and how it applies to an education context
- Experience working with Māori, with Māori data, and in Māori contexts or in Māori-centred projects
- Effective communication skills
- Problem-solving skills
- Critical thinking and analytical skills
- Ability to work in teams
- Ability to contribute to multiple teams and across projects.

## **Personal attributes**

At NZCER we expect our staff to behave in ways that are consistent with our values and established ways of working.

In addition, all staff must be able to demonstrate the following:

- an ability in, and a desire to improve, te reo Māori proficiency
- commitment to the principles of Te Tiriti o Waitangi and upholding mana Māori in our work
- respect for others and valuing diversity
- an orientation towards continuous improvement to systems and processes
- personal desire for ongoing learning and development
- recognition of the value of team effort; sensitivity to the needs and opinions of other team members
- a willingness to work in accordance with NZCER's Code of Conduct
- personal and professional integrity.